

Projects – a great way to use your students' skills

Do you do projects? Do you need ideas? Have a favorite you want to share? Here is your chance to get some new ideas and share some of your own. First, the presenter will give you several project ideas and rubrics for high school levels I-IV. Then, she will open the floor for sharing. If possible, please bring 50 copies of your favorite project & rubric to share.

IFLTA 2009 Conference

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Pointers:

1. Always know your goal (structures, peer editing, computer skills, vocabulary, speaking, writing, etc.)
2. Make a grading rubric & give it to the students
3. Build projects into their grade (mine are worth 10% of the quarter grade)
4. Make them worth A LOT (100 points is a good amount) so they will take you seriously
5. Be very clear on what you want, preferable show examples
6. Set a deadline & have consequences for late work
7. Stick to the rubric when grading & make the deadline stick

Sample projects are on the following pages. Take any that interest you, according to the level you teach. All projects can easily be adapted for any language. Feel free to use them as you like!

¿Cómo soy yo?

Spanish I – Project

Due: Friday, October 30 (even if you are absent)
½ credit Monday, November 2 (no credit after that)

Object: To write an essay about yourself in Spanish.

Minimum requirements:

- At least 5 complete sentences, in Spanish (10) _____
- Includes all of the following information:
 - Your name (2) _____
 - Where you are from (2) _____
 - A physical description (6) _____
 - A personality description (6) _____
 - What you like & don't like to do(2) _____
 - At least 5 of the classes you have this semester & what time they take place (10) _____
- Grammar and spelling are correct, according to level 1, quarter two standards. (15) _____
- Additional grading criteria:
 - Project goes beyond minimum requirements (1-5 points) _____
 - Project catches the eye & makes people want to look at it (1-5 points) _____

TOTAL _____ OF 60

¿Cómo soy yo?

[illegible]

Preliminary Skit – Spanish I, ¡Avancemos! 1

Write a skit (in Spanish) with your table in which you:

- Greet each other
- Introduce yourself or the other people at your table
- Ask where your partner(s) is from
- Say that you are from a Spanish-speaking country
- Ask how your partner is doing today
- Say goodbye

You will perform it before the class, without your paper, tomorrow.

Spanish I – 3rd Quarter Game Project

Object: In groups of 2-3 students, produce a game in Spanish.

Important dates:

VIERNES, 17 DE MARZO first draft of question/answer sheet due*

YOU WILL LOSE 5 POINTS PER DAY FOR LATE WORK

JUEVES, 23 DE MARZO game & question/answer sheet due***

YOU WILL LOSE 20 POINTS PER DAY FOR LATE FINAL PROJECTS

Minimum Requirements:

4 Questions that require players to conjugate _____ 2 –ar verbs _____ 1 –ir verb & _____ 1 –er verb in the present tense (12 points)

5 Questions that require players to conjugate irregular verbs in the present tense (ie: tener, ir, ser, estar, gustar, oír, hacer, conocer - 15 points) _____

2 questions about each of the following structures _____ acabar de _____ venir de _____ gustar + infinitive (18 points)

10 questions about the vocabulary from p.189 _____ (10 points)

10 questions about adjectives that show proper placement and agreement, 5 of which must be feelings _____ (20 points)

Additional grading criteria:

Project goes beyond minimum requirements (1-10 points) _____

Game is engaging and people want to play it (peer evaluation) (1-10 points)

Project demonstrates mastery of Spanish I concepts, especially from Unidad 3, Etapa 1 (1-10 points) _____

TOTAL _____ OF 100

SPANISH I – 3RD QUARTER GAME PROJECT – PEER EVALUATION

GROUP: _____

1. Were the directions clear and easy to follow? Yes No
2. Did you have all the materials necessary to play the game? Yes No
3. Were the questions clear and easy to understand? Yes No
4. Was the answer sheet correct? Yes No
5. Would you ever want to play the game again? Yes No
6. Rate the game overall:**bad** 0 1 2 3 4 5 **good**

SPANISH I – 3RD QUARTER GAME PROJECT – PEER EVALUATION

GROUP: _____

1. Were the directions clear and easy to follow? Yes No
2. Did you have all the materials necessary to play the game? Yes No
3. Were the questions clear and easy to understand? Yes No
4. Was the answer sheet correct? Yes No
5. Would you ever want to play the game again? Yes No
6. Rate the game overall:**bad** 0 1 2 3 4 5 **good**

¿Quién soy yo? Spanish I – 4th Quarter Project

Object: to produce a poster or scrapbook pages introducing yourself to next year's Spanish I students.

Minimum Requirements:

-at least _____ 3 –ar verbs _____ 2 –ir verbs _____ 2 –er verbs properly conjugated in the present tense (14 points)

-at least 5 properly conjugated irregular verbs in the present tense

ie: tener, venir, ir, ser, estar, gustar, oír, hacer, conocer, saber

(10 points) _____

-at least 3 properly conjugated stem-changing verbs in the present tense

(6 points)

ie: jugar, preferir, querer, cerrar, empezar, entender, merendar, pensar, perder

-at least _____ 1 –ar verb & _____ 1 –ir verb properly used in the present progressive tense (4 points)

-at least 2 weather expressions _____ (4 points)

-at least 5 adjectives that show proper placement and agreement _____ (10 points)

Additional grading criteria:

Project goes beyond minimum requirements (1-10 points) _____

Project catches the eye & makes people want to look at it (1-10 points) _____

Project demonstrates mastery of Spanish I concepts (1-10 points) _____

TOTAL _____ OF 75

Favorite Teachers Project

Spanish II – 2nd Quarter nombre: _____

Due: Friday, October 30 (even if you are absent)

½ credit Monday, November 2 (no credit after that)

Object: to write an essay about AT LEAST 2 of your favorite teachers in Spanish.

Minimum requirements:

- At least 10 complete sentences, in Spanish (10) _____
- Include all of the following information:
 - The teachers names (2) _____
 - Where they are from (2) _____
 - A physical description (6) _____
 - A personality description (6) _____
 - What they like & don't like to do (4) _____
- Compare them to each other, saying who is taller, more athletic, etc.(4) _____
- Talk about the classes they teach and what you do in the classes (4) _____
- Ask them about a trip they took on an airplane. Write about what they do to prepare for trips, in the airport, what they do, etc. (15) _____
- Include pictures/illustrations to go with the essay (5) _____

Additional grading criteria:

- Grammar and spelling are correct, according to level 2, quarter two standards. (15) _____
- Project goes beyond minimum requirements (1-5 points) _____
- Project is neat, catches the eye & makes people want to look at it (1-10 points) _____

TOTAL _____ OF 85

1. Login & open a blank Word document.
2. Click on TOOLS, LANGUAGE, SET LANGUAGE
3. Find Spanish (Spain – Modern sort), & choose it.
4. Change font size to 20
5. Type the title “Mis maestros favoritos”. If you did the above steps correctly, the spell checker should not object.
6. Save you essay in YOUR FILE on the H: drive as “ Mis maestros favoritos”
7. Type your name underneath the title
8. Skip 3 lines
9. Change font size to 16 & type your essay
10. If you have followed the steps above correctly, the spell-check tool should help you with spelling & accents
11. Save your essay, print it & turn it in

Spanish II Newspaper Project

Objective: working in a group of 2-3 people, create a newspaper in Spanish that shows mastery of the preterite, weather expressions and the present tense.

Rough draft: due Monday, March 21 at the end of class

Final paper: due Wednesday, March 23 at the BEGINNING of class

*****late work (for any reason - including absence) will lose 20% of the credit per day of lateness***** Remember that projects are 10% of your semester grade.

Requirements:

The entire paper will be graded as follows:

grammar	40 points
completeness	20 points
linguistic comprehensibility	20 points
creativity/neatness/beauty	<u>20 points</u>

TOTAL

100 points

Front page: Talk about something that is “breaking news” (happening right now) using the present or present progressive. You must include 3 -ar verbs, 3 -ir or -er verbs and 5 adjectives.

Report on an event (a game, dance, play, concert, etc.) using the preterite tense. The event must be something related to the school or community. You must include 3 -ir stem-changing verbs, 5 irregular verbs and 5 regular verbs.

Report on the weather for our area. Include the temperature, whether it is hot/cold, snowing/raining or sunny, good/bad weather.

Include another section of your choice. Suggestions: comic strip, sports page, movie review, personal ads etc. This section must include 3 stem-changing verbs, 3 irregular verbs, 2 ar verbs, 2 ir verbs and 2 er verbs.

Fill in each blank with a different member of your group. Then, circle the word or phrase that best describes how much work each person did on your group's project:

_____ did:

nothing some work an equal share most of the work all of the work

_____ did:

nothing some work an equal share most of the work all of the work

_____ did:

nothing some work an equal share most of the work all of the work

Newspaper Project - Evaluation

grammar	_____	of	40 points
completeness	_____	of	20 points
linguistic comprehensibility	_____	of	20 points
creativity/neatness/beauty	_____	of	<u>20 points</u>

TOTAL _____ **of 100 points**

Front page/present progressive tense:

not evident some correct several correct all correct

_____ of 3 -ar verbs, _____ 3 -ir or -er verbs, _____ of 5 adjectives.

event/preterite tense.

not evident some correct several correct all correct
 _____ of 3 -ir stem-changing verbs, _____ of 5 irregular verbs, _____ of 5 regular verbs.

weather :

mostly incorrect several incorrect words/phrases mostly correct
 _____ temperature, _____ hot/cold, _____ snowing/raining or sunny, _____ good/bad weather.

choice/present tense

mostly incorrect several incorrect words/phrases mostly correct
 _____ 3 stem-changing verbs, _____ 3 irregular verbs, _____ 2 ar verbs, _____ 2 ir verbs and _____ 2 er verbs.

Comments:

Recetas – 2nd Quarter Project, Spanish II

Objective: to learn about, cook & taste foods from Spanish-speaking countries.

1. You will receive a recipe in Spanish from a Spanish-speaking country. Translate it into English, including measurements that we use (instead of grams, figure out how many tablespoons or cups it is)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

2. On the internet, research the recipe
 - a. What country is it from?

- b. What other variations are there?

- c. What special ingredients does it use? Why?

d. When do they make that particular dish?

3. Find the recipe in English, or find a different recipe from the same country. Print it out & attach it to this paper.
4. Prepare the dish at home, making enough for the class to have a taste. (You should have enough to serve 12-15 people)
5. Arrange with Señora VanHatten what day you will be bringing it in. You will lose 20 points for each day you forget to bring in the food. Be prepared to tell the class about the food.
6. Fill out the “¿sabroso?” comment sheet for each dish you try.

¿Sabroso?

Name of dish:

Country of origin:

Ingredients:

How did it taste? Do you like it? Would you like to make this at home?
(Write 3-5 sentences in English)

save this paper - it must be turned in with your project

Spanish II - Alien Project

Aliens have invaded our school! It is your job to write a article about them for the Spanish newspaper, EL MUNDO HISPANO.

1. Draw & color a picture of an alien.
2. Since it is a newspaper article, write the story in at least 3 columns. In Spanish, write a description of the alien. Include the following:
 - It's hair/eye color
 - What/how many body parts it has
 - What it is wearing
 - It's personality
 - Whether it is tall or short
 - Use the verbs tener, ser & llevar in the present tense
 - Use at least 2 stem-changing verbs
 - Use at least 5 adjectives
3. Write about what he/she did yesterday (preterite) Include:
 - At least 3 verbs from p.61
 - At least 2 verbs from p.40
 - At least 1 regular verb

You may turn in a rough draft to me on Monday for corrections. After that, you are on your own!

Sentence Order

1=Most not logical 2=Somewhat logical 3=In logical order 4=Logical with some flow

of 5

5=Flow purposefully

Details/variety

1=Few details 2=Some basic details 3=Several basic details

of 10

4=Substantial details & variety 5=Clear vivid details with much variety

Accuracy

0-2=Errors prevent comprehension

of 10

many errors 3-5=Comprehensible, yet

6-8=Some spelling and grammar errors throughout

9-10=Very few errors

Creativity & Completeness

of 5

TOTAL:

of 30

Spanish II - Community Project (50 points)

EE1 U4,L1

1. Draw a map of a town. Include a bakery and at least 5 other shops, labeled in Spanish. include at least 5 streets, labeled in Spanish. (**due: Tuesday, March 2**)
2. Using your map, give directions to Jorge (an exchange student from Paraguay) from the bakery to 2 other shops. (Using tú commands) (**rough draft due: Wednesday, March 3**)
3. Ask your friends and family what they think of your town. Write a paragraph describing your town, the shops (using at least 5 adjectives) and what 3 people say about your town (using the verb “decir” in the present tense.) (**rough draft due: Wednesday, March 3**)
4. Present your town to the class, telling us how to get to 1 place from the bakery, describing 1 shop and 1 thing people say about your town. (**Final draft and presentation due: AT THE BEGINNING OF CLASS, Friday, March 5**)

Mi Rutina Project

Spanish II

Object: Write and illustrate an essay comparing your usual routine to your routine during vacation.

Minimum Requirements:

-at least _____ 10 reflexive verbs used correctly in the present tense (20 points)

-at least _____ 5 regular verbs and _____ 5 irregular verbs properly conjugated and used (20 points)

-at least 3 properly conjugated stem-changing verbs (6 points) _____

-at least _____ 1 –ar verb & _____ 1 –ir/-er verb properly used in the present progressive tense (4 points)

-at least _____ 2 regular and _____ 2 irregular AFFIRMATIVE and _____ 2 regular and _____ 2 irregular NEGATIVE tú commands (16 points)

-at least 5 adjectives that show proper placement and agreement _____ (10 points)

Additional grading criteria:

Project goes beyond minimum requirements (1-10 points) _____

Project catches the eye & makes people want to look at it (1-10 points) _____

Project demonstrates mastery of 2nd quarter Spanish II concepts (1-10 points)

TOTAL _____ OF 100

SPANISH II - STORYBOOK PROJECT

Goal: to write an ORIGINAL children's book or write about your own childhood in Spanish that demonstrates your knowledge of the preterite and imperfect.

Requirements:

- At least 15 sentences in Spanish
- Proper use of the preterite & imperfect
- If you do a kid's story, pictures or illustrations should be included
- If you write about your own childhood, you could create a scrapbook instead

Due dates:

Rough Draft of text DUE: Friday, 5/16

Final Project DUE: Wednesday, 5/28

You will lose 25 points for each day late! EVEN IF YOU ARE ABSENT!

Sentence Order

1=Most not logical 2=Somewhat logical 3=In logical order 4=Logical with some flow 5=Flow purposefully

_____ of 5

Details/variety

1=Few details 2=Some basic details 3=Several basic details 4=Substantial details & variety 5=Clear vivid details with much variety

_____ of 10

Accuracy

0-2=Errors prevent comprehension 3-5=Comprehensible, yet many errors 6-8=Some spelling and grammar errors throughout 9-10=Very few errors

_____ of 10

Creativity & Completeness

_____ of 5

TOTAL:

_____ of 30

p.78 PROJECT – SPANISH III

Object: To write an essay about an unforgettable experience, in Spanish.

Due dates:

10/12 – p.78, part 1 completed

10/14 – first draft completed – p.78, part 2

10/15 & 10/19 – type up first draft in computer lab

10/20 & 21 – peer evaluation

10/26-10/30 – finish making corrections to & typing final draft

Final draft due: FRIDAY, OCTOBER 30, 2009 (absolutely NO LATE PROJECTS. If you do not turn in the completed project by 10:00 am on October 30, you will receive NO CREDIT for the final portion.)

Name: _____

_____ p.78 – brainstorming 10/12

_____ p. 78 – answers questions, rough draft 10/14

_____ computer – first draft 10/19

Peer evaluations completed for :

Final Paper:

_____ Name, date, title

_____ Includes some of the corrections & suggestions made by evaluators

_____ Shows progress from p. 78 rough draft to computer drafts

_____ Shows effective use of spell check, including necessary accents and spelling corrections

_____ overall quality

_____ of 100 points

Spanish III p.78 composition evaluation

Name of evaluator: _____

Name of author being evaluated: _____

1. Read the composition you have been given from your classmate. If you see any spelling, accentuation or grammatical errors, make corrections.
2. Write a summary (3-6 sentences), in English, of what you understand their composition is talking about.
3. Check the questions on p.78.
 - a. Did they answer the questions?
 - b. Do you think they used the imperfect and preterit properly?
4. What did you like about the composition?
5. Add 2-3 sentences (in Spanish) or questions that would make their composition better. I.e: ask for more information about something, suggest they talk more about the weather or give more background information, suggest some feelings they may have had on that day, etc.
6. Staple your evaluation paper on top of their paper & return it to the composition's author.

Name: _____

_____ p.78 – brainstorming

_____ p. 78 – answers questions, rough draft

_____ computer – first draft

Peer evaluations completed: _____

Final Paper:

_____ Name, date, title

_____ Includes some of the corrections & suggestions made by evaluators

_____ Shows progress from p. 78 rough draft to computer drafts

_____ Shows effective use of spell check, including necessary accents and spelling corrections

_____ overall quality

_____ of 100 points

*****DO NOT LOSE THIS PAPER! TURN IT IN WITH YOUR FINAL PROJECT!!*****

Spanish IV – Hispanic Country Research Project

Objective: Write a research paper and do a presentation about Spanish-Speaking country (other than Spain & Mexico). Paper must be at least 3 pages, double-spaced, 12 font (Times New Roman or Arial), 1 inch margins and written in Spanish. It should include information on the history, culture and geography of the country. You may also write about where you would like to go and what you would like to do if you were to travel there. Presentation must be at least 3 minutes long. It must include the history, culture and geography of the country, though you may not just read your paper. Create a poster or Power Point slides as part of your presentation. You will also need a bibliography that includes at least 3 books and 3 internet sources.

NOTE: You will lose 5 points per day for any portion of this project that is late. No projects will be accepted for a grade after Wednesday, October 22

Due Dates:

Sources & notes due Friday, September 26

Rough draft of paper due: Friday October 10

Poster & Presentation: Friday, October 17

Final draft of paper due: Monday, October 20

Sources & Notes	_____	of 5
Rough draft	_____	of 10
Bibliography	_____	of 15
Presentation	_____	of 15
Poster	_____	of 15
Grammar/spelling	_____	of 20
Overall quality	_____	of 20
TOTAL	_____	of 100

Spanish IV – Hispanic Culture Research Project

Objective: Write a research paper and do a presentation about some aspect of Hispanic culture. Paper must be at least 5 pages, double-spaced, 12 font (Times New Roman or Arial), 1 inch margins and be written in Spanish. It should include information on the history, country (countries) where it takes place, special foods, clothes, traditions, etc. You may also write about your own experience with the culture/tradition presented. Presentation must be at least 3 minutes long. It must include some of the information you wrote about in your paper, though you may not just read the paper. Create a poster or Power Point slides as part of your presentation, food, dance or other demonstration. You will also need a bibliography that includes at least 5 sources.

Sources & notes check: Friday, February 20

Rough draft (p.1-3) of paper due: Friday, February 27

Rough draft (p.1-5) of paper due: Friday, March 6

Poster & Presentation: Friday, March 13

Final draft of paper due: Monday, March 15

Oral presentations in class: March 17-20

Rough draft (p.1-3)	_____	of 10
Rough draft (p.1-5)	_____	of 10
Bibliography	_____	of 15
Presentation & Poster	_____	of 25
Grammar/spelling	_____	of 20
Overall quality	_____	of 20
TOTAL		_____ of 100

DO NOT LOSE THIS PAPER! TURN IT IN WITH YOUR FINAL PROJECT!!*****

Spanish IV – Brochure Project

Objective: Create a brochure (tri-fold, double sided) advertising a city, region or points of interest in Spain. You will be advertising to people of Hispanic descent in the United States. Therefore, your brochure must be in Spanish. It should include: historical information (1-2 paragraphs), pictures, persuasive reasons to visit Spain (2-4 paragraphs), points of interest (at least 5) and travel information & contact names/numbers.

See syllabus for due dates

Rough draft	_____	of 15
Bibliography	_____	of 15
Pictures/attractiveness	_____	of 15
Grammar/spelling	_____	of 35
Overall quality	_____	of 20
TOTAL	_____	of 100

Fashion Show Project - Spanish III

Nombre: _____

Object: To advertise and put on a fashion show in Spanish.

1. Write a rough draft of a poster advertising the fashion show
2. Create a poster advertising the fashion show and your clothing
3. Bring in an outfit that you will wear in the fashion show
4. Write a description of your outfit in Spanish for another person to read during the fashion show
5. Read the description you have been assigned while that person is “walking down the runway”

Fechas importantes:

MIÉRCOLES, 12 DE MARZO deben tener la ropa en clase

VIERNES, 14 DE MARZO primer borrador de la advertencia
advertencia – final, primer borrador de la descripción de ropa

MARTES, 18 DE MARZO descripción de ropa

MIÉRCOLES, 19 DE MARZO deben tener la ropa en clase,
practicamos para la presentación de moda

JUEVES, 20 DE MARZO Presentación de moda, ¡FIESTA!

Mis Vacaciones Project

Spanish III

Object: Create a scrapbook about a vacation.

Minimum Requirements:

-at least _____ 5 –ar and _____ 5 –er or –ir regular verbs used correctly in the subjunctive (20 points)

-at least _____ 5 regular verbs and _____ 5 irregular verbs properly conjugated and used in the preterite or imperfect tense (20 points)

-at least 3 properly conjugated stem-changing verbs (6 points) _____

-at least _____ 1 –ar verb & _____ 1 –ir verb properly used in the present progressive tense (4 points)

-at least _____ 5 object pronouns that show proper placement (10 points)

-at least 10 adjectives that show proper placement and agreement _____ (10 points)

-Tell someone what to do if he/she were to visit the same place (5 points)

Additional grading criteria:

Project goes beyond minimum requirements (1-10 points) _____

Project catches the eye & makes people want to look at it (1-10 points) _____

Project demonstrates mastery of 2nd quarter Spanish III concepts (1-10 points)

TOTAL _____ OF 100

Minimum Requirements:

- at least _____ 3 –ar or –er stem-changing verbs used correctly in the subjunctive (6 points)
- at least 2 properly conjugated –ir stem-changing verbs used correctly in the subjunctive (4 points) _____
- at least 3 other subjunctive sentences _____ (6 points)
- include the date and time of the event, written out _____ (2 points)
- at least 5 adjectives that show proper placement and agreement _____ (10 points)
- at least 5 comparatives or superlatives _____ (10 points)
- at least 10 words from p.311 _____ (20 points)

Additional grading criteria:

- 12 MAR primer borrador de la advertencia _____ (5 points)
- 18 MAR primer borrador de la descripción de ropa _____ (5 points)
- 20 MAR Presentación de moda _____ (5 points)
- 20 MAR comida para la fiesta _____ (5 points)

Advertisement is turned in on time, catches the eye & makes people want to look at it (1-5 points) _____

Description is detailed and makes people want to buy the outfit (1-10 points)

Oral presentation of description is smooth, well practiced and shows good intonation (1-10 points) _____

Project goes beyond minimum requirements (1-5 points) _____

TOTAL _____ OF 100

UN PROYECTO SOBRE EL DÍA DE LOS MUERTOS

Para el día de los muertos, debes explicar que es, cuando se celebre, como se celebre y por que ya se celebre (en español, un párrafo al mínimo). También, vas a crear una piedra sepulcral. Hay que escribir quien era, como era, cuando se murió y como se murió (4 oraciones, al mínimo).

MIÉRCOLES 12 de oct.: leemos sobre la fiesta en inglés, votamos para quien va a estar en el cementerio.

JUEVES 13 de oct: comenzamos el proyecto

LUNES 17 de oct: dame el párrafo sobre la fiesta al fin de la clase

JUEVES 20 de oct: dame el párrafo sobre tu persona muerta al fin de la clase

LUNES 24 de oct: trabajamos

MIÉRCOLES 26 de oct: dame tu proyecto completo AL COMIENZO de la clase

31 de oct. y 1 de oct.: ¡Festejamos! y la gente puede ver el cementerio

Rough draft of Spanish explanation	(5)	_____
Rough draft of tombstone	(5)	_____
Final draft of Spanish explanation	(10)	_____
Tombstone	(5)	_____

Flea Market Project Spanish III & IV

Objective: to write a dialog between a customer and a vendor at a flea market in Spain and to act out a scene where a customer and vendor bargain for an item

1. Write a dialog between a customer and a vendor in which the 2 parties greet each other, discuss at least 3 items that are for sale and determine whether or not the customer will buy one or more of the items. You may include a section where the two parties bargain and agree on a price.
2. Dialog must be at least 10 sentences long, include at least 2 sentences using the subjunctive and use at least 10 words or phrases from p.311 of your textbook.
3. **DIALOGS WILL NOT BE CORRECTED PRIOR TO DUE DATE!** I want to see what YOU can do with the language. You may ask me questions in class, use the dictionary and get help from your classmates, but I will not make corrections for you ahead of time.
4. On Thursday, you will set up a “stall” at a flea market. Have at least 10 items to “sell” to your classmates and me. During this time, I will grade you on your interactions with the “vendors”.

Grading criteria:	1	2	3	4
COMPLETENESS				
ACCURACY				
VOCABULARY USAGE & VARIETY				
SPEAKING PROFICIENCY				
CREATIVITY & EFFORT				

UN PROYECTO PARA HISPANOHABLANTES SOBRE EL DÍA DE LOS MUERTOS

LUNES: planificación de tu proyecto, 2 párrafos en inglés

MARTES: 2 párrafos en español

MIÉRCOLES: escribe otra vez sus párrafos, trabaja sobre su presentación

JUEVES: termina tu proyecto, practica su presentación

VIERNES: presentaciones

Para el día de los muertos, debes explicar que es, cuando se celebre, como se celebre y por que ya se celebre.

Clase del español I:

1. Escribe 2 párrafos en inglés que explicando la celebración.
2. Traducen los 2 párrafos que escribiste en inglés hasta el español.
3. Cree una ficha, una presentación, un video o una ofrenda que explica las tradiciones del día.

Clase del español II:

1. Escribe 2 párrafos en inglés que explicando la celebración.
2. Escribe 1 párrafo sobre las tradiciones del día en español y 1 párrafo sobre lo que hiciste el año pasado celebrar.
3. Cree una ficha, una presentación, un video o una ofrenda que explica las tradiciones del día.

Clases del español III y IV:

1. Escribe 2 párrafos en inglés que explicando la celebración.
2. Escribe 1 párrafo sobre las tradiciones del día en español y 1 párrafo sobre lo que hiciste el año pasado celebrar.
3. Cree una ofrenda en la biblioteca y explícala a tu clase.